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ABSTRACT

This teacher's guide for grades K-2 contains simulated work experiences for students using the isolated skill concept, crawling and/or squatting. Teacher instructions include objectives, evaluation, and sequence of activities. The guide contains pre-tests and post-tests with instructions and answer keys. Three pre-skill activities are suggested, such as "have each student participate in searching and finding a picture that shows a person at work." Then, three skill activities are listed, such as simulating the work experience of a stock clerk, carpenter, or plumber which uses the skills of crawling and/or squatting. A teacher evaluation sheet follows these activities. Appended are (1) a list of materials needed to assemble the occupation simulation packet; (2) pattern for a worker's apron; and (3) three illustrations: a stock clerk, carpenter, and plumber at work. (CT)

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CRAWLING and/or SQUATTING

a saleable work skill

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OCCUPATION SIMULATION PACKET

Created by Margery Montgomery Grades K - 2nd

PROJECT EQUALITY
Title III, ESEA
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Director: LaRae Glennon

TABLE OF CONTENTS

Definitions	1
Advantages to Using the "Isolated Skill Concept"	2
Important Concepts	3
Objectives	3
Evaluation	3
Sequence of Activities	3
Time Needed	4
An Additional Comment	4
Pre-Test, Post-Test - Teacher Instructions	5
Pre-Test, Post-Test - Student Answer Sheets	7
Pre-Test, Post-Test - Scoring Directions	9
Pre-Test, Post-Test - Answer Key	10
Pre-Test, Post-Test - Scoring Key	10
Pre-Test, Post-Test - Test Result Summary Sheet	11
Materials List	12
Note to Teacher	13
#1 - Pre-Skill Activity	14
#2 - Pre-Skill Activity	15
#3 - Pre-Skill Activity	16
Jobs Using Crawling and/or Squatting	17
#4 - Skill Activity - Stock Clerk	18
#5 - Skill Activity - Carpenter	21
#6 - Skill Activity - Plumber	24
Summary of Concepts Acquired from Packet	28
Teacher Evaluation Sheet	29

Appendices

A - Materials Needed to Assemble the Occupation Simulation Packet 30

B - Illustration of Worker's Apron 31

C - Pictures of Water Color Posters * 32
(suggested models to be prepared in your district)

* Suggestion - Content of water color posters should reflect the ethnic make-up of your community

DEFINITIONS

So the frame of reference is clearly understood, the following terms are identified:

Work - is conscious effort, other than that involved in activities whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others.

Career - is the totality of work one does in his or her lifetime.

Education - is the totality of experiences through which one learns.

Career Education - is the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living.

(An Introduction to Career Education, a policy paper of the U. S. Office of Education, 1974)

Duty - any action, task, etc., required by or relating to one's occupation or position.

Model - a person or thing considered as a standard of excellence to be imitated.

Responsibility - refers to a particular task, trust, etc., for which one is accountable or answerable.

Role - a function or office assumed by someone.

Sexism - the economic exploitation and social domination of members of one sex by the other, specifically, of women by men.

Skill - great ability or proficiency; expertness that comes from training, practice.

Stereotype - a fixed or conventional notion or conception, as of a person, group, idea, etc., held by a number of people, and allowing for no individuality, critical judgment, etc.

Tradition(al) - a long-established custom or practice that has the effect of an unwritten law; any time-honored practice.

(Webster's New World Dictionary, 2nd college ed., 1972)

CRAWLING AND/OR SQUATTING

A SALEABLE WORK SKILL

This will be a simulated work experience for students using the "isolated skill concept." The skill presented is CRAWLING AND/OR SQUATTING, a saleable work skill that is required for a wide variety of jobs.

Presently students are using the skill of CRAWLING AND/OR SQUATTING at home and school, but have not identified or examined its many applications. The activities in this packet are designed around a constant, the identified skill of CRAWLING AND/OR SQUATTING, while the work setting is changed. With this format, students can experience success in areas previously considered "out-of-bounds" for one reason or another and also experience the transferability of a skill. At all times it should be made very clear to students that skills are not dependent on gender, one's sex should not expand or limit a student's potential.

Once students are encouraged to identify specific skills they possess and are directed to see the relationship of skills to jobs they or other people do, their own self-concept is broadened. By using this approach to career education, the world of work can become more meaningful.

Advantages to Using the "Isolated Skill Concept"

1. Student's self-concept is enhanced by becoming aware of the multitude of skills that each possesses.
2. Jobs that students do can be analyzed to see the wide range of skills that each student is using daily.
3. Students learn to identify skills in others.
4. Students learn to identify skills involved in adult jobs and look forward to acquiring additional skills.
5. Students learn that a skill is transferable, something that can be used in a wide variety of jobs.
6. Students learn that the possession of a skill is not dependent on sex. Females and males possess and use a wide variety of skills daily in their work.

Important Concepts

1. Crawling and/or Squatting is a skill.
2. The skills of crawling and/or squatting used by a plumber are the same skills used by a stock clerk in a store.
3. The differences in ability are due to individuality, not the sex or race of the student.
4. Jobs require different groupings of skills; there is no logical reason for closing choices to individuals of either sex.

Objectives

1. The student will have an opportunity to expand self-perception by being involved in activities which utilize skills already possessed.
2. The student will be able to perceive the skill of crawling and/or squatting as a non sexist skill.
3. On a given test, the student will be able to identify the jobs which require the skills of crawling and/or squatting.

Evaluation

The evaluation of this packet will be determined by the outcome of a student's pre-test, post-test, and a teacher post evaluation check sheet.

Sequence of Activities

1. Check packet materials against the materials list to ensure that all needed items are available.
2. Read the entire packet to yourself. Do not discuss any part of it with the class.
3. Administer the pre-test to all students. Score pre-tests.
4. Students participate in the activities.
5. Administer the post-test to all students. Score post-tests. Compare the pre-tests and post-tests for growth.
6. Check packet materials against the materials list to ensure that all items are returned.
7. Complete the teacher evaluation sheet. Please send the evaluation sheet and the pre-post test results back to _____.
8. Return the Occupation Simulation packet to the proper location.

Time Needed

A two to three week time frame will be needed to complete this packet.

An Additional Comment

There are times when nearly everyone has to crawl and/or squat on the job, i.e., to pick up things dropped on the floor. The main emphasis in this packet is on jobs that require these skills as a regular part of their duties. Some of the activities involve squatting, some crawling and some both.

Some people - the handicapped - may be unable to participate in these activities. This is no reflection on their intelligence, their ability to comprehend the directions or on any other skill they possess. It is simply a limitation of the functions their bodies can comfortably perform. These people will probably select job fields requiring other skills they have developed.

CRAWLING AND/OR SQUATTING - A SALEABLE WORK SKILL

PRE-TEST, POST-TEST - TEACHER INSTRUCTIONS

Each student should have a copy of the answer sheet.

The students should understand that there is no grade on this test, it is only a device to help the teacher. The teacher should not give word definitions or other help during the pre- or post-test. Part of the learning during the course of using the activity packet is vocabulary and job association.

Directions to the Students:

1. *If you are a girl, please circle the girl at the top of the page.*
   If you are a boy, please circle the boy at the top of the page.

2. Handle the rest of the heading information in whatever manner is best for you and your students.

3. *Explain to the students that you will be asking them some questions. If they think they have the skill to do the job they should circle the smiling face. If they don't think they have the skill they should circle the sad face. If they do not understand what the job is they should not circle either face.*

   A. *Question 1. When you are older do you think you could do the crawling and/or squatting skill in a stock clerk's job? Circle the smiling face if you think you could, or the unhappy face if you do not think you could, or do not answer the question if you do not know what a stock clerk is.*

   B. *Question 2. When you are older, do you think you could do the crawling and/or squatting skill in a carpenter's job. Circle the smiling face if you think you could, or the unhappy face if you do not think you could, or do not answer the question if you do not know what a carpenter is.*

   C. *Question 3. When you are older, do you think you could do the crawling and/or squatting skill in a plumber's job? Circle the smiling face if you think you could, or the unhappy face if you do not think you could, or do not answer the question if you do not know what a plumber is.*

4. *Following is a list of job titles that I will read. Some of the jobs require the skill of crawling and/or squatting and others do not. If you think the job requires the skill of crawling and/or squatting, draw a circle around the triangle with the word "yes." If you think the job does not require the skill of crawling and/or squatting, draw a circle around the square with the word "no" in it.* (It may be best to have examples of "yes" and "no" boxes on the board.) *If you do not know the answer do not draw any circles.*

   4. *Firefighter*
   5. *File Clerk*
   6. *Barber*
   7. *Gardener*
   8. *Banker*
   9. *Stock Clerk*
   10. *Carpenter*
   11. *Dentist*
   12. *Plumber*
   13. *Librarian*
   14. *Airplane Pilot*

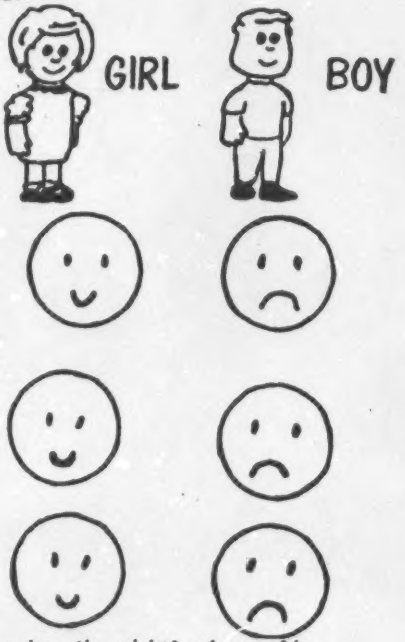
5. Who has the skill of crawling and/or squatting in order to do the following jobs? Draw a circle around the girl if you think only girls have the skills. Draw a circle around the boy if you think only boys have the skills. If you think both boys and girls have the skills, draw a circle around the boy and the girl. If you do not know what the job is do not draw a circle.

15. Firefighter
16. Carpenter
17. Plumber
18. Librarian
19. File Clerk
20 Gardener

6. Have the students pass in their papers.

CRAWLING AND/OR SQUATTING - A SALEABLE WORK SKILL

PRE-TEST, POST-TEST - STUDENT ANSWER SHEET



Name _____

School _____

Date _____

Grade _____

1. *Do you think you have the skill of crawling and/or squatting so you could do the work of a stock clerk when you are older?*

2. *Do you think you have the skill of crawling and/or squatting so you could do the work of a carpenter when you are older?*

3. *Do you think you have the skill of crawling and/or squatting so you could do the work of a plumber when you are older?*

Following are a list of job titles. Some of the jobs require the skill of crawling and/or squatting and others do not. If you think the job requires the skill of crawling and/or squatting, draw a circle around the triangle with the word "yes" on it. If you think the job does not require the skill of crawling and/or squatting, draw a circle around the square with the word "no" on it. If you do not know the answer, do not draw any circles.

4. Firefighter — Yes — No
5. File Clerk — Yes — No
6. Barber — Yes — No
7. Gardener — Yes — No
8. Banker — Yes — No
9. Stock Clerk — Yes — No
10. Carpenter — Yes — No
11. Dentist — Yes — No
12. Plumber — Yes — No
13. Librarian — Yes — No
14. Airplane Pilot — Yes — No

Who has the skill of crawling and squatting to do the following jobs? Draw a circle around the girl if you think only girls have the skill. Draw a circle around the boy if you think only boys have the skill. If you think both boys and girls have the skill, draw a circle around the boy and the girl. If you do not know what the job is do not draw a circle.

15. Firefighter

16. Carpenter

17. Plumber

18. Librarian

19. File Clerk

20. Gardener

DIRECTIONS FOR SCORING

THE

PRE-TEST, POST-TEST

FOR

PROJECT EQUALITY OCCUPATIONAL SIMULATION PACKETS

The pre-post test which accompanies this occupation simulation packet is designed to provide a numerical score which will serve as (1) an approximate score of each student's knowledge and attitudes in this occupational skill area before participating in the learning activities described in this packet, and as (2) an approximate measure of each student's knowledge and attitudes in this occupational skill area after participating in the learning activities.

By using the answer key to assign the appropriate number of points to a student's answers, a numerical score can be obtained for each child. Questions by numbers that are left blank should be listed on the front of the test. When all the tests have been scored and blank answer numbers noted, the attached Summary Sheet should be filled out by placing each student's name and her or his score on the pre-test in the appropriate column and list the question number of each blank response.

When the post-test is given, it is scored in the same manner, and students' scores should be recorded in the post-test column of the Summary Sheet and list the question number of each blank response. Subtract the student's pre-test score from the post-test score and determine what the student has gained from participating in the learning activities associated with this packet. In some instances, it is possible that the student's pre- and post-test scores will be identical. When this occurs, an "0" is entered in the gain column. Occasionally, a student will score lower on the post-test than on the pre-test. When this occurs, the difference between the two scores is entered in the gain column as a negative number.

Before beginning the learning activities in the packet, the thorough teacher will (1) check the question numbers listed as no response--these indicate an area of vocabulary and job association that should be incorporated into the occupational simulation packet activities, and (2) look over the pre-test scores to see which students obtained low scores, scoring in the bottom quarter of the class. By checking these two areas, student learning can be considerably aided as the teacher cheerfully gives them individual attention when they participate in the learning activities associated with this packet.

After post-testing and scoring have been completed, send a copy of the completed Summary Sheet to _____. These test results will help to determine if the learning activities in this packet are helpful to the students or if the packet is in need of revision. Your participation and assistance in this project is greatly appreciated.

CRAWLING AND/OR SQUATTING - A SALEABLE WORK SKILL

ANSWER KEY FOR PRE-POST TEST

1.	Stock Clerk	HAPPY FACE
2.	Carpenter	HAPPY FACE
3.	Plumber	HAPPY FACE
4.	Firefighter	YES
5.	File Clerk	YES
6.	Barber	NO
7.	Gardener	YES
8.	Banker	NO
9.	Stock Clerk	YES
10.	Carpenter	YES
11.	Dentist	NO
12.	Plumber	YES
13.	Librarian	YES
14.	Airplane Pilot	NO
15.	Firefighter	BOTH GIRL AND BOY
16.	Carpenter	BOTH GIRL AND BOY
17.	Plumber	BOTH GIRL AND BOY
18.	Librarian	BOTH GIRL AND BOY
19.	File Clerk	BOTH GIRL AND BOY
20.	Gardener	BOTH GIRL AND BOY

SCORING KEY FOR PRE-POST TESTS

+ 1	for each correct response
- 1	for each incorrect response
no score	for each question left blank

CRAWLING AND/OR SQUATTING - A SALEABLE WORK SKILL

SUMMARY SHEET

Teacher: _____ Principal: _____ Date of Pre-Test: _____

School: _____ Grade Level: _____ Date of Post-Test: _____

Student Names	Questions by Number Left Unanswered	Pre-Test Score	Questions by Number Left Unanswered	Post-Test Score	Gain
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					
26.					
27.					
28.					
29.					
30.					

MATERIALS LIST

(Contained in Packet)

Stock Clerk

6 stock clerk name plates
10 merchandise signs
4 boxes grocery packages
4 four-foot boards for shelves

Carpenter

6 carpenter name plates
4 pair safety glasses
4 containers of large head nails
4 hammers
1 piece of wood for hammering
1 ball yarn

Plumber

6 plumber name plates
4 clamps for mounting stationary pipe to table
2 plumbing - pipe assemblies

General

6 aprons
15 clamps for apron name plates
2 tunnels
3 laminated water color posters
1 teacher's guide
35 pre-tests, 35 post-tests
1 Teacher Evaluation Sheet

Teacher needs to provide:

Blocks or books or chairs for forming the outside of the house - and also to create shelves for the stock clerk activity.

NOTE TO THE TEACHER

During the activities and discussions, some jobs that do not require the skill to crawl or squat should be utilized.

Vocabulary words on Pre-Post Instrument:

Stock Clerk

Carpenter

Plumber

Firefighter

File Clerk

Barber

Gardener

Banker

Dentist

Librarian

Airplane Pilot

CRAWLING AND/OR SQUATTING - A SALEABLE WORK SKILL

#1 - PRE-SKILL ACTIVITY

Objective: To have students discuss and gain some understanding for the words "job" and "work" in preparation for the simulated skill activity.

Time: 20 - 30 minutes.

Group Size: Entire classroom

Materials provided by the teacher: discussion questions

Materials provided in the packet: suggested discussion questions below

In a discussion situation the teacher would ask the students the following questions: (All student contributions are valid in the discussion.)

1. *What do you think a "job" is?* (Piece of work, task done by assignment, or volunteered or by agreement, for pay or no pay, chore, a duty.)
2. *Do you have a job that you do at home?* (Have students name jobs.)
3. *What do you think "work" is?* (A job is a type of work. Both work and job can be used interchangeably at this level.)
4. *What kind of work do you think we do at school?*
5. *Why do you think people work?*
6. *Do you think both women and men work at jobs?*
7. *What kinds of jobs do you think you might do when you are older?*
8. *Name a job that a grown-up you know does for a living.*
9. *Do you think that people always get paid money for doing a job? Name some jobs that people do where they are not paid with money.*

Feel free to add or delete questions as you are leading the discussion. Please note the reactions and level of understanding that students seem to acquire on the Teacher Evaluation sheet.

CRAWLING AND/OR SQUATTING - A SALEABLE WORK SKILL

#2 - PRE-SKILL ACTIVITY

EQUALITY CHOICE

Objective: To have each student participate in searching and finding a picture that shows a person at work.

Time: 15 - 30 minutes

Group Size: Entire classroom

Materials provided by the teacher: magazines with pictures that show people at work

Materials provided in the packet: none

Have each student bring one picture or more from home showing a person at work. Or, have magazines in the classroom and have students cut out pictures of people at work.

After students have selected one or more pictures, a large collage or several smaller ones can be created by the students. The People at Work Collage(s) are likely to show stereotypical examples of workers, this fact can be used as a teaching tool in the lesson that follows in discussing the use of crawling and/or squatting skills.

The names of the work or specific jobs represented by the pictures should be stated by the students.

CRAWLING AND/OR SQUATTING - A SALEABLE WORK SKILL

#3 - PRE-SKILL ACTIVITY

EQUALITY CHOICE

Objective: To have students discuss and gain some understanding for the word "skill" in preparation for the simulated skill activity.

Time: 20 - 30 minutes

Group Size: Entire classroom

Materials provided by the teacher: discussion questions

Materials provided in the packet: suggested discussion questions below

In a discussion situation the teacher would ask the students the following questions: (All student contributions are valid in discussion.)

1. *What do you think the word "skill" means?*
   (Definition: Ability to perform a stated function)
   (Paraphrased for students: Ability to do a small part of a larger job well.)

2. *Do you think you have some skills?* (Have students name some - walking, talking, seeing, listening, climbing, etc.)

3. *Can you name some jobs that a person would need to have the skill of crawling and/or squatting?* (See list on next page.)

4. *Can you name some jobs at school or home that would require you to crawl and/or squat?* (Have students name some jobs.)

5. *Name or point to any of the people in the Work Collage who are using the skill of crawling and/or squatting.*

6. *Name or point to any of the people in the Work Collage who need the skill of crawling and/or squatting to do their jobs.*

7. *Do you think both women and men have the skill to crawl and/or squat?*

8. *If you have the right skills, should you be able to do any job you want?* (Could at this point discuss the stereotypical representation in the Work Collage, if applicable.)

9. *Do you think you have the skill to crawl and/or squat?*

When talking about skills it is important to note that most jobs require more than one skill and that each student has and uses many skills to do jobs at home and school. If a student has some conception of what a skill is and some knowledge of her/his own skills, then jobs can be looked at in reference to what skills are needed to perform that job. By using the Isolated Skill Concept, students can be motivated to acquire additional skills at appropriate intervals.

JOBS USING CRAWLING AND/OR SQUATTING

- mechanic
- plumber
- pipe fitter
- painter
- welder
- boilermaker
- traffic checker
- meter inspector (light, heat)
- railroad transportation wheel inspector
- aircraft manufacturing inspector
- bolt and shoe inspector
- clerical worker
- roofing inspector
- automobile clutch inspector
- logging sawmill worker
- telephone or telegraph repair worker
- cabinet maker
- short order cook
- baker
- bricklayer
- boat builder
- stonemason
- box inspector
- rubber tire rocker
- hide inspector
- tobacco weigher
- librarian
- utility inspector
- nursery worker (flowers, plants)
- warehouse worker

Bulletin boards, posters or displays could utilize information about these workers and others that use the skill of crawling and/or squatting. Students should be given the opportunity to name other workers that need the skills of crawling and/or squatting.

CRAWLING AND/OR SQUATTING - A SALEABLE WORK SKILL

#4 - SKILL ACTIVITY

EQUALITY CHOICE

Objective: To involve the student in a simulated work experience which uses the skills of crawling and/or squatting.

Job: Stock Clerk

Time: 30 minutes

Group Size: Six

Materials provided by the teacher: Discussion questions and blocks or books to build shelves

Materials provided in the packet: suggested discussion questions below and 6 aprons, 15 clamps for aprons, 6 "stock clerk" name plates, 10 merchandise signs, 4 boxes grocery packages, 4 four-foot boards for shelves

Preparation required by the teacher prior to the activity: Set up shelves on blocks, books or chairs. Stock shelves with the grocery items and place signs by the items--diagram for this activity follows.

Discussion with students:

We have talked about work and skills. (Review definitions.) *Today you will have an opportunity to use the skill of crawling and/or squatting by doing part of a "Stock Clerk's" job. Stock clerks use the skill of crawling and/or squatting daily in their job. It is necessary to be able to crawl and/or squat to stock low and deep shelves with products.*

1. *What do you think a stock clerk does in a store?*
2. *What kind of stores, do you think, employ stock clerks?*
3. *Do you think stock clerks use the skill of crawling and/or squatting?*
4. *Can both a woman and a man learn to be a stock clerk?*
5. *Do you think you have the crawling and/or squatting skills needed to do the work of a stock clerk?*

Directions for the first three students:

Notice the merchandise signs that are placed above the shelves. These signs help the customers find what they want to buy, and also help stock clerks know where merchandise should be placed. You each will have a box of food containers to be placed on the shelves, look for the merchandise signs to show you where the food containers should be placed. You are now stocking shelves just as a stock clerk would do.

Directions for the next three students:

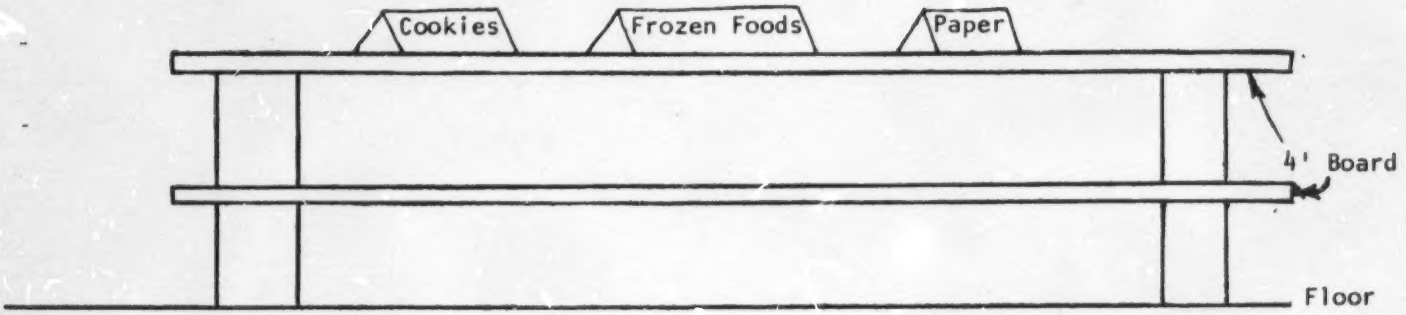
Sometimes stock clerks must move items from one shelf to another when the store manager wants to change merchandise from one location to another. I will be the store manager and move the merchandise signs. I want each of you to take a row and put the items in the new location by following the merchandise signs. You are now doing what a stock clerk would do when the location of products is changed.

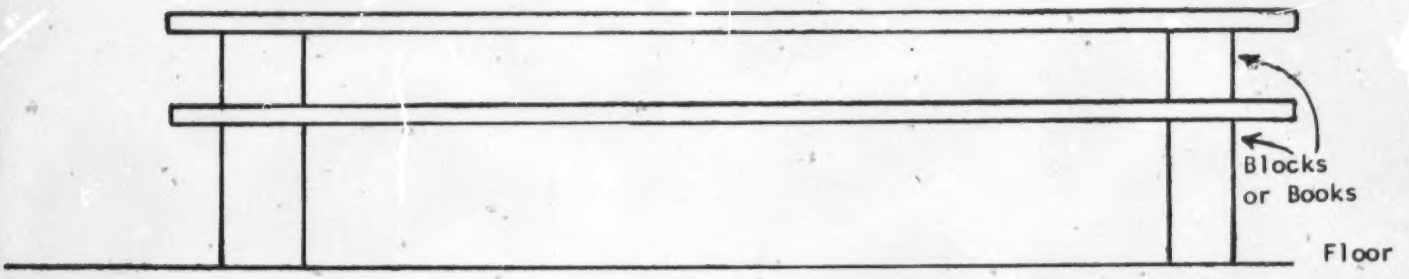
Directions for all six students in the group:

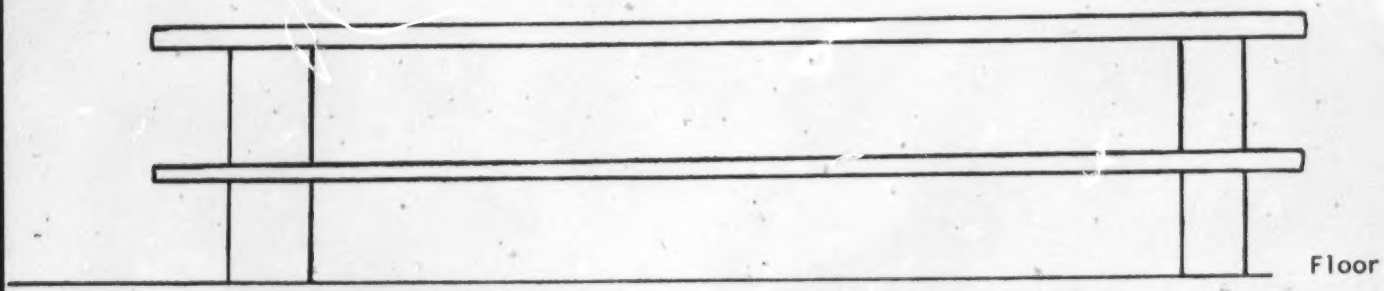
Sometimes stock clerks are asked to take everything off of the shelves and send the merchandise back to the warehouse. I would like each of you to take one of these boxes and put the items from the shelves into the box. Please bring the boxes back to this location, which will be the warehouse, when your shelf is empty. You are now doing what a stock clerk would do when the shelves had to be cleared of all merchandise.

The idea for this activity is to experience the skill of crawling and/or squatting to perform the job of a stock clerk. If a student does not always place the correct items under the merchandise signs it should not be dwelt on--to match or categorize are additions skills not covered by this packet.

DIAGRAM FOR STOCK CLERK ACTIVITY







CRAWLING AND/OR SQUATTING - A SALEABLE WORK SKILL

#5 - SKILL ACTIVITY

EQUALITY CHOICE

Objective: To involve the student in a simulated work experience which uses the skills of crawling and/or squatting.

Job: Carpenter

Time: 30 minutes

Group Size: Six

Materials provided by the teacher: discussion questions and kindergarten blocks, chairs and tables

Materials provided in the packet: suggested discussion questions below, and 6 aprons, 6 "carpenter" name plates, 4 safety glasses, 4 containers of large head nails, 4 hammers, 1 piece of wood for hammering, blocks, yarn, and tunnels (2)

Preparation required by the teacher prior to the activity: Construct the outline of the house, place the yarn through the house for the carpenters to follow--diagram for house maze included in packet.

Discussion with students:

We have talked about work and skills. (Review definitions.) *Today you will have an opportunity to use the skill of crawling and/or squatting by doing part of a carpenter's job. It is necessary to be able to crawl and/or squat in order to be a carpenter.*

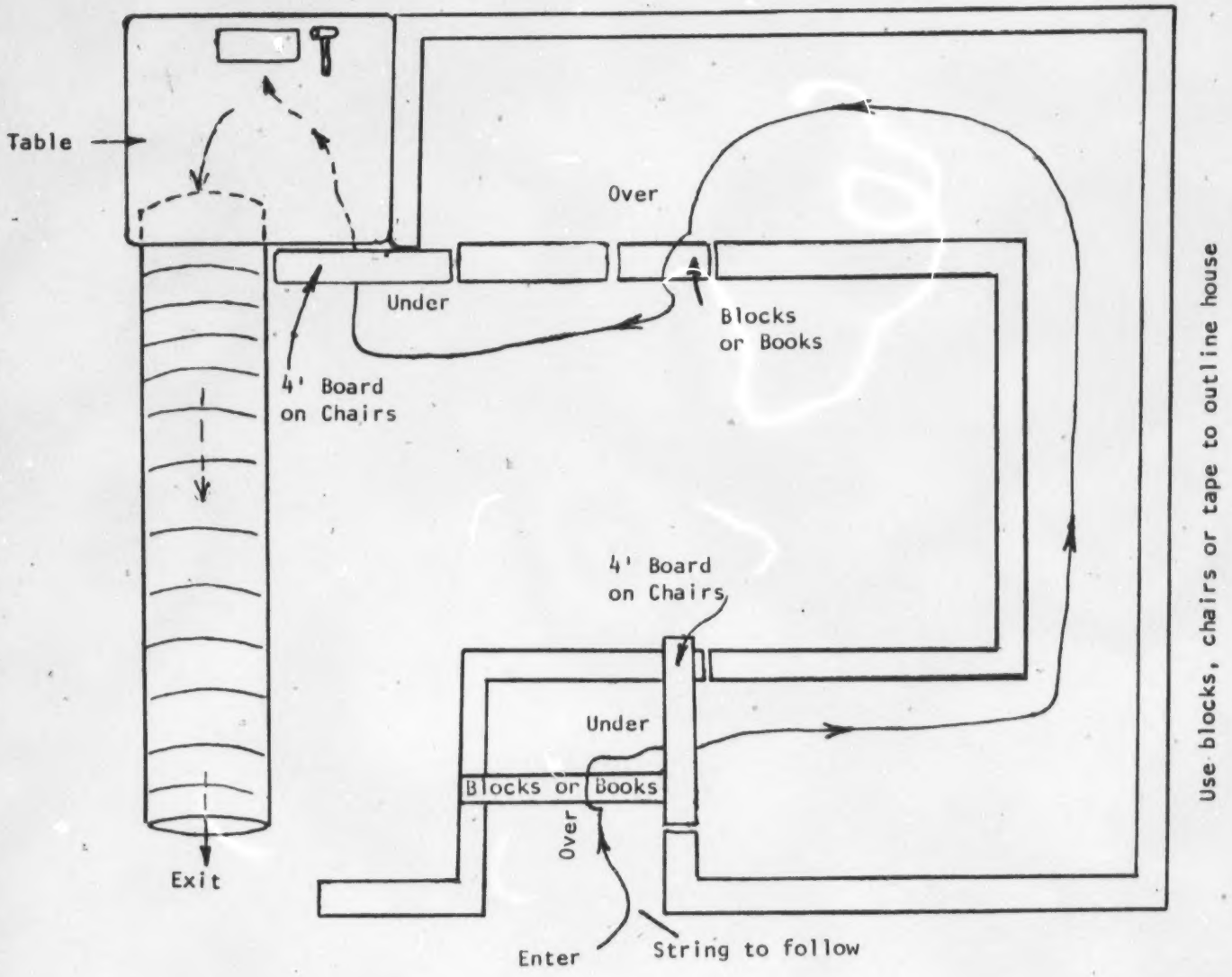
1. *What do you think a carpenter does?*
2. *Where do you think a carpenter works?*
3. *Do you think that a carpenter sometimes must crawl and/or squat to do the work?*
4. *Can both a man and a woman learn to be a carpenter?*
5. *Do you think you have the crawling and/or squatting skills that a carpenter needs to do the job.*

Listen carefully while I explain the work that each of the carpenters will do on this job. Each carpenter will wear an apron with "carpenter" on it and safety glasses. Each carpenter will carry a hammer and have a box of nails in the apron pocket. Each carpenter must finish hammering the nail into the wood before the next carpenter enters the building. A carpenter will follow the yarn through the house to get to the place

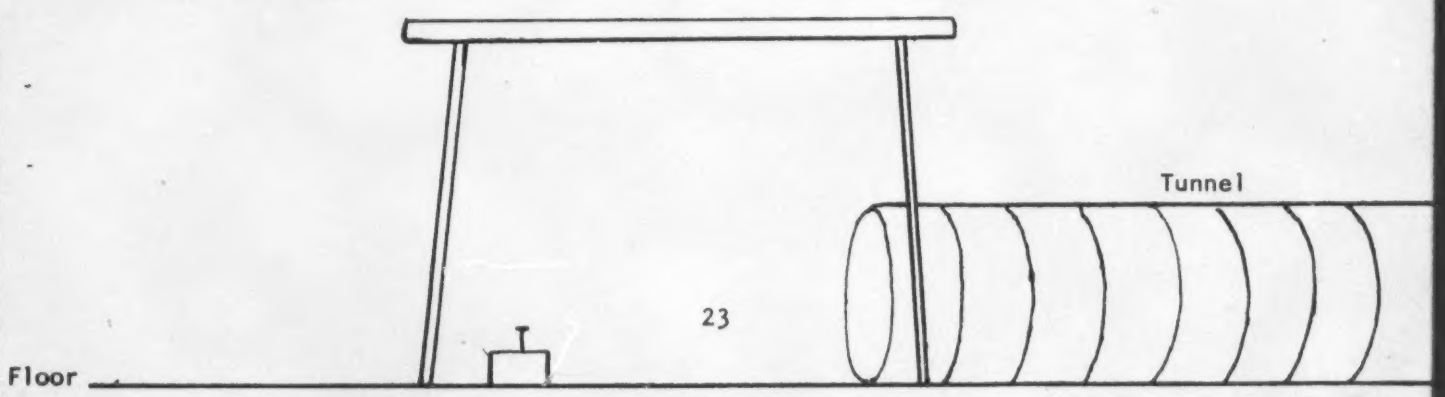
where she/he will hammer a nail into a board and follow the yarn to the exit of the house. Once the carpenter is through with the task, she/he will give the apron, glasses, hammer and container of nails to the next carpenter in line.

DIAGRAM FOR THE CARPENTER'S HOUSE

Aerial View



Cutaway View



CRAWLING AND/OR SQUATTING - A SALEABLE WORK SKILL

#6 - SKILL ACTIVITY

Objective: To involve the student in a simulated work experience which uses the skills of crawling and/or squatting.

Job: Plumber

Time: 30 minutes

Group Size: Six

Materials provided by the teacher: discussion questions and two tables

Materials provided in the packet: suggested discussion questions below, and 6 aprons, 2 tunnels, 6 "plumber" name plates, 2 gooseneck pipes with fittings, 2 2-inch pipes, 4 clamps for mounting stationary pipe to table.

Preparation required by the teacher prior to the activity: Place stationary pipes on the table with the clamps, arrange tunnels.

Kindergarteners - unscrew the last fitting only.
1st and 2nd graders - unscrew last fitting and middle one (it's difficult).

Discussion with students:

We have talked about work and skills. (Review definitions.) *Today you will have an opportunity to use the skill of crawling and/or squatting by doing part of a plumber's job. It is necessary to be able to crawl and/or squat in order to be a plumber.*

1. *What do you think a plumber does on the job?*
2. *Where do you think a plumber might work?*
3. *Do you think plumbers sometimes use the skill of crawling and/or squatting?*
4. *Can both a woman and a man learn to be a plumber?*
5. *Do you think you have the crawling and/or squatting skill that a plumber would need to do the job?*

Listen carefully while I explain the work that the plumbers will do on this job. Each plumber will wear an apron with the word "plumber" on it.

Directions to the first plumber:

Crawl through the tunnel and under the house until you get to the pipes. (If Kindergarten) *Unscrew the ring on the very end of the pipe.* (If 1st or 2nd grade) *Unscrew the end pipe and the next one closest to the end. Lay the ring and/or pipe on the ground. Now turn around and crawl back from under the house and through the tunnel to get outside.*

Directions to the second plumber:

Crawl through the tunnel and under the house until you get to the ring and/or pipe lying on the ground. (If Kindergarten) *Pick up the end ring and screw it back on the end of the pipe.* (If 1st or 2nd grade) *Pick up the bent pipe and screw it back on the ring* (so it looks like the diagram). *Then screw on the end ring. Turn around and crawl back from under the house and through the tunnel to get outside.*

Next plumber then takes apart, next plumber puts back together, etc.

DIAGRAM FOR PLUMBING ACTIVITY

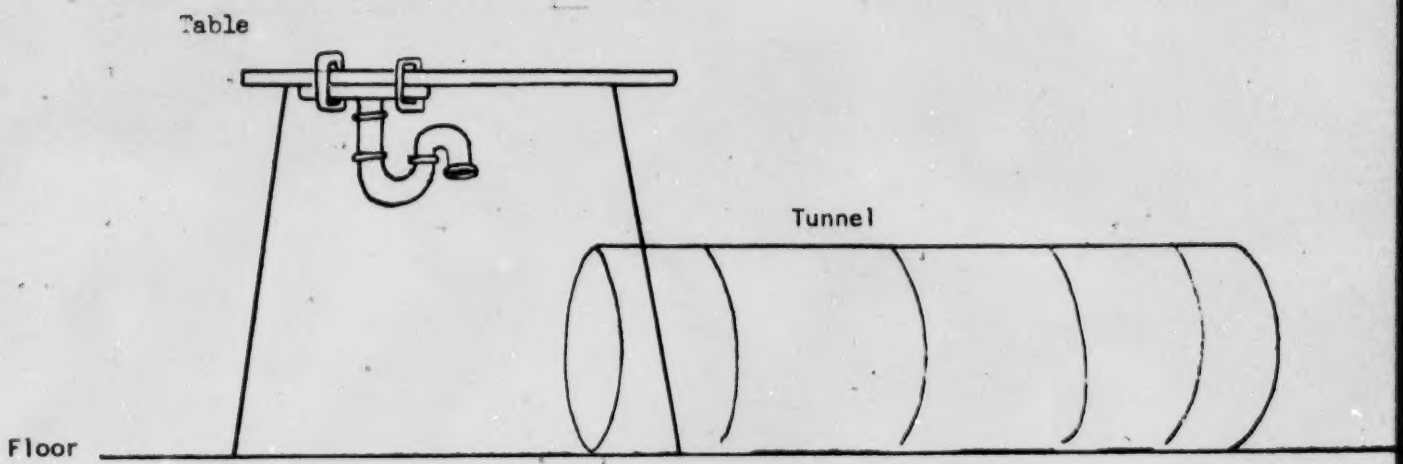
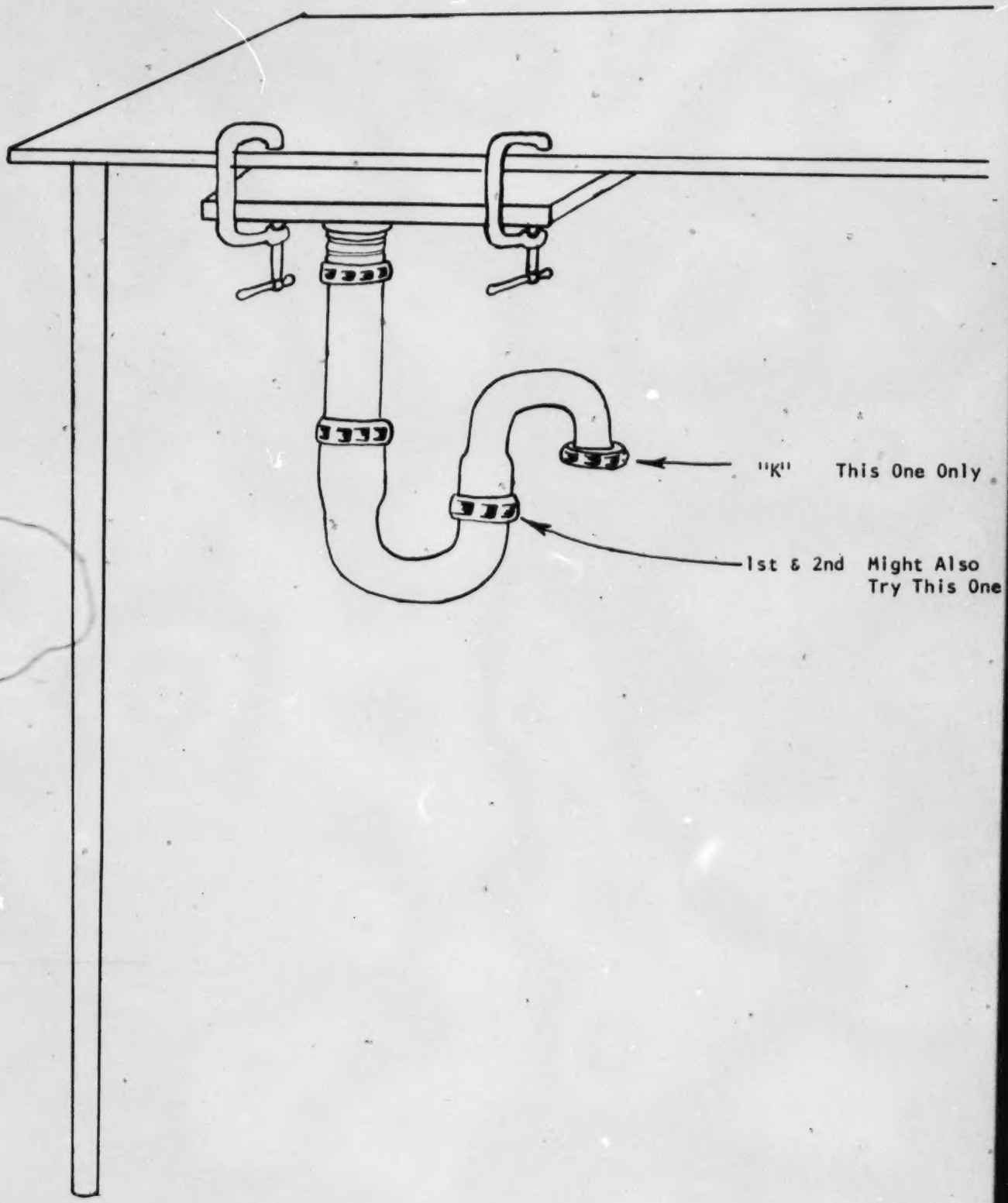


DIAGRAM FOR PLUMBING FIXTURE



SUMMARY OF CONCEPTS ACQUIRED FROM PACKET

The students who have gone through this packet should be able to discuss work in relation to skills that they have observed in themselves and in others. The activities in the packet are intended to be pleasant learning activities where all students feel success at some time during the exercise, if not throughout each activity.

A teacher who consciously helps students identify skills they possess and are using will not only be helping to improve a student's self-concept but also increasing the potentials for acquisition of new skills by the student. In addition to using the Occupation Simulation Packets, a teacher can utilize many other opportunities in the classroom for expanding a student's perception of her/his capabilities and potential regardless of sex.

Work will be a reality for the majority of students in your classroom - yes, even the girls. Data issued by the Women's Division of the U. S. Department of Labor indicates that the reality of work outside the home is a major part of many women's lives at this time (rev. June 1975).

1. Nine out of ten females will work outside the home at some time during their life span.
2. A majority of women work because of economic need. About 60 percent of all women workers are single, widowed, divorced or separated, or have husbands whose earnings are less than $7,000 a year.
3. More than half of all women 18 to 64 years of age are workers.
4. Single women average 45 years in the labor force.
5. If a woman bears children, and leaves the labor force for a period of time, she will still average 25 years of work outside the home.
6. The average male worker (marital status unspecified) has a work life expectancy of 43 years.

It is important for all students in the classroom to look at work as something pleasant that they will be doing in the future, something that they anticipate and look forward to doing.

As an educator you need to be aware of the kind of curricular materials that have a tendency to restrict students as they grow. A textbook study conducted by Women on Words and Images in Princeton, New Jersey, entitled Dick and Jane as Victims: Sex Stereotyping in Children's Readers, found the aspirations of females and males could be influenced by the continuous pattern described in the following ratios:

Boy-centered stories to girl-centered stories	5:2
Adult male main characters to adult female main characters	3:1
Male biographies to female biographies	6:1
Male animal stories to female animal stories	2:1
Male folk or fantasy stories to female folk or fantasy stories	4:1

You might want to watch your curricular materials for stereotypical qualities repeatedly ascribed to one sex or the other without variation. As an educator, you shoulder quite a responsibility in assisting students to develop completely their individual talents, abilities, interests and hopes. Surely their aspirations should not be restricted on the basis of sex!

CRAWLING AND/OR SQUATTING - A SALEABLE WORK SKILL

TEACHER EVALUATION SHEET

EQUALITY CHOICE

1. Were the simulated work experiences real enough for the children? Yes No

2. Could the children visualize themselves being a stock clerk or plumber or carpenter? Yes No

3. Were the approximate times about right?

#1 - Pre-Skill Activity	Too Short	OK	Too Long
#2 - Pre-Skill Activity	Too Short	OK	Too Long
#3 - Pre-Skill Activity	Too Short	OK	Too Long
#4 - Activity (Stock Clerk)	Too Short	OK	Too Long
#5 - Activity (Carpenter)	Too Short	OK	Too Long
#6 - Activity (Plumber)	Too Short	OK	Too Long

4. Were the packet materials all there? Yes No

5. Did the students understand the discussion questions? Yes No

6. Did the students find that both boys and girls have the same skill in the areas presented? Yes No

7. Could the students transfer their ability to crawl and/or squat to the fact that they could hold jobs that use those skills someday? Yes No

8. Do you feel that your students now understand that men and women have many of the same abilities? Abilities are not stereotyped? Yes No

9. Do your students now know what the words "crawl" and "squat" mean? Yes No

10. Which of the activities (#1, 2, 3, 4, 5, or 6) did the students enjoy doing the most? Please list.

11. Which of the activities (#1, 2, 3, 4, 5, or 6) did the students gain more in attitudes about the equality of women and men? Please list.

12. Please make any additional comments on this packet. Use the back side if needed.

Please return completed sheet to _____.

APPENDIX A

MATERIALS NEEDED TO ASSEMBLE THE OCCUPATION SIMULATION PACKET

CRAWLING AND/OR SQUATTING - A SALEABLE WORK SKILL

Item	Where to Buy
4 hammers	hardware store
4 containers of large head nails	hardware store
4 pairs of safety glasses or goggles	Sears, industrial safety supply store
1 piece of wood for hammering	lumber yard
1 ball of yarn	variety store
4 four-foot boards for shelves	lumber yard
4 C-clamps for mounting stationary pipe	hardware store
2 plumbing-pipe assemblies	plumbing store, hardware store
2 play tunnels	Sears, Frederick & Nelson
15 binder clips or giant paper clips (to hold name plates on workers' aprons)	stationery or office supply store
4 boxes of grocery item packages	collect

Things to Make

6 workers' aprons	see illustration on following page
6 each - name plates: Stock Clerk, Carpenter, Plumber	1-1/2" x 6", on construction paper and laminated
10 merchandise signs	1-1/2" x length of word, on construction paper; laminated and scored so sign can be folded over to stand up on shelves

* 3 laminated water color posters

\# 35 pre-tests, 35 post-tests

\# 1 Teacher Evaluation Sheet

Teacher Needs to Provide

Blocks, books or chairs for forming the outside of the house - and also to create shelves for the stock clerk activity.

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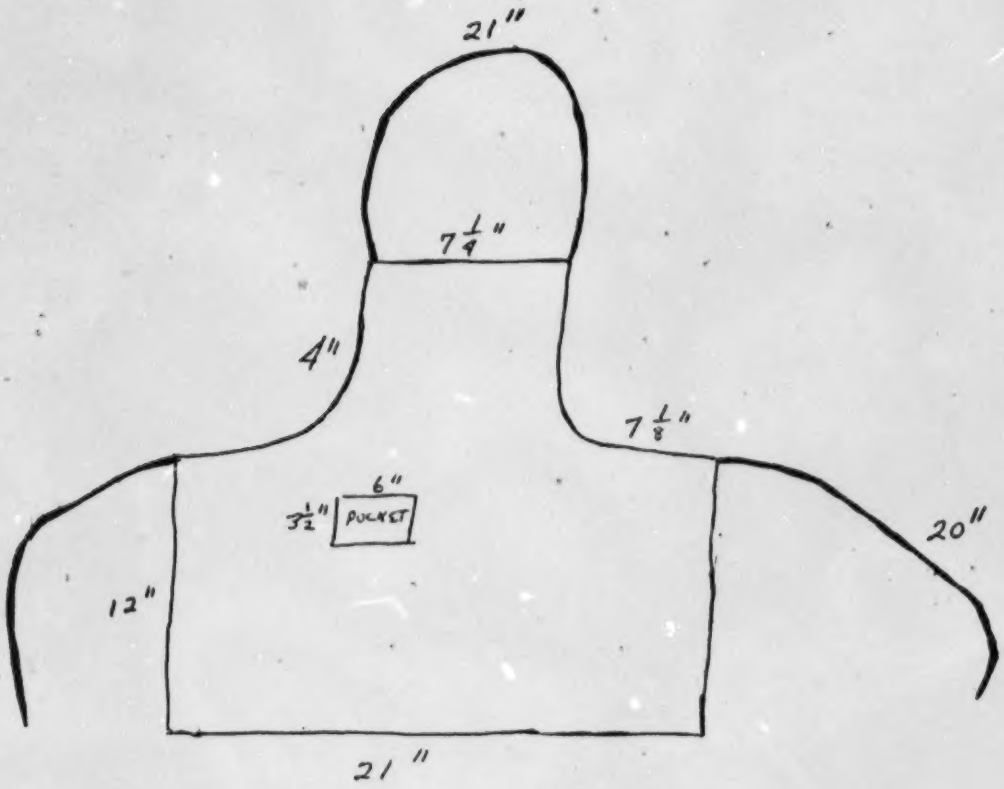
* Pictures of the water color posters are in Appendix C, following. They are included as models for similar posters (22" x 30") to be prepared in your district. It is suggested the content of such posters reflect the ethnic make-up of your community.

\# Can be copied from instruction book.

APPENDIX B

ILLUSTRATION OF WORKER'S APRON



Use a sturdy fabric for the apron. Trims may be used for the ties.

Measurements shown are of the finished apron.